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ABSTRACT

This guide offers a framework to facilitate the planning process for dual language programs, assuming at least a basic working knowledge of the central characteristics and essential features of dual language models. It provides an overview of the various models that serve linguistically diverse student populations, defining the term dual language as including four types of programs: developmental bilingual programs, two-way immersion programs, foreign/second language immersion programs, and heritage language immersion programs. The guide presents five steps in the planning process: clarifying the mission; gathering information (e.g., population, parent/community support, administrative support, teacher support, teaching materials, instructional strategies, goals, student assessment, and program evaluation); choosing a program model (with a quiz designed to be a starting point for a conversation about which model may be most appropriate); assessing readiness to implement a dual language program; and action planning (determining what remains to be done to be ready for implementation, prioritizing the tasks, and generating a timeline). Recommended resources and publications and products are attached. (SM)

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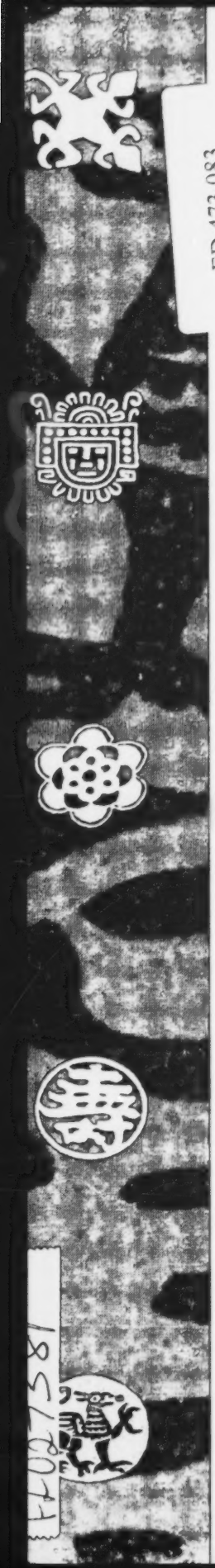

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THE DUAL LANGUAGE PROGRAM PLANNER: A GUIDE FOR DESIGNING AND IMPLEMENTING DUAL LANGUAGE PROGRAMS

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CREDE
Center for Research on Education, Diversity & Excellence

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CENTER FOR RESEARCH ON EDUCATION, DIVERSITY & EXCELLENCE (CREDE)

The Center for Research on Education, Diversity & Excellence is funded by the Institute of Educational Sciences of the U.S. Department of Education to assist the nation's diverse students at risk of educational failure to achieve academic excellence. The Center is operated by the University of California, Santa Cruz, through the University of California's statewide Linguistic Minority Research Project, in collaboration with a number of other institutions nation wide.

The Center is designed to move issues of risk, diversity, and excellence to the forefront of discussions concerning educational research, policy, and practice. Central to its mission, CREDE's research and development focus on critical issues in the education of linguistic and cultural minority students and students placed at risk by factors of race, poverty, and geographic location. CREDE's research program is based on a sociocultural framework that is sensitive to diverse cultures and languages, but powerful enough to identify the great commonalities that unite people.

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A Note to Readers
Please feel free to photocopy all or part of this publication for the purpose of dual language program planning. In keeping with standard copyright practice, cite this guide if you photocopy and distribute any pages from it.

Introduction

Designing and implementing a dual language program is a challenging task. This document was designed to facilitate the planning process by providing a framework for it. Ideally, a group that includes representatives of all the stakeholders involved in the development of the program (parents, teachers and support staff, administrators, and community members) should work through this book together. This will help to ensure that all perspectives are included and that the program will ultimately meet the needs of all students who participate in it. Some groups may choose to work through this book during an intensive one or two-day retreat, while others may prefer to spread the work out over a period of several weeks or months. Either way, it is important to think the questions through carefully and to answer all of them as accurately, specifically, and thoroughly as possible.

This guide assumes at least a basic working knowledge of the central characteristics and essential features of dual language models such as two-way immersion education, developmental bilingual education, and foreign/second language immersion. Therefore, before beginning to use this planner, we strongly recommend that you read the CREDE publication *Program Alternatives for Linguistically Diverse Students*, edited by Fred Genesee and available for free on the CAL website at www.cal.org/crede/pubs . This publication provides an overview of various models that serve linguistically diverse populations, such as those mentioned above, plus transitional bilingual education and newcomer programs, as well as an instructional approach that is useful in all of these programs: sheltered instruction. In addition, the new CREDE publication *Two-Way Immersion 101: Designing and Implementing a Two-Way Immersion Program at the Elementary Level* by Elizabeth Howard and Donna Christian is a useful companion volume to this planner. Ordering information for this publication can also be found on the CAL website. Full citations for these publications and other recommended resources can be found at the end of this document.

The term "dual language" is one that can be confusing to anyone, as it is used in different ways by different people. Some use the term dual language synonymously with two-way immersion education (e.g. Lindholm-Leary, 2001), while others use dual language more broadly to refer to a number of enriched language education models (e.g. Cloud, Genesee, & Hamayan, 2000; Howard & Christian, 2002). We take the broader approach, using the term dual language as an umbrella term for the following four types of programs: 1) developmental bilingual programs, in which the student population is composed entirely of language minority students from a single language background (such as native Spanish speakers, native Chinese speakers, etc.) and instruction is provided in English and the students' native language; 2) two-way immersion programs, in which the student population is composed of balanced numbers of native English speakers and language minority students from a single language group, and instruction is provided in English and the native language of the language minority students; 3) foreign/second language immersion programs, in which the student population is composed entirely of native English speakers who may be from a variety of cultural groups, and instruction is provided in English and a second language, such as French or German; and 4) heritage language immersion programs, a specific type of second language immersion in which the student population is composed entirely of native English speakers from the same ethnic background (e.g. Latino) and instruction is provided in English and the heritage language (e.g. Spanish) of that group.

All programs that fall under the dual language umbrella (see Figure 1) share a number of important characteristics. First, all dual language programs provide the same academic content and standards as any other educational program. Second, all programs use two languages for literacy and content instruction for all students, both English and a minority language.[1] Third, instruction in the two languages must take place for an extended period of time, from kindergarten through at least fifth grade, and preferably extending into the secondary level as well. Finally, the percentage

of instruction in the minority language should be at least 50% at any given grade level. Furthermore, all dual language programs share three common goals for their students: 1) academic achievement that is at or above grade level; 2) bilingualism and biliteracy development; and 3) cross-cultural understanding. In other words, the various forms of dual language education differ in terms of their student populations but are the same with regard to their core characteristics and goals.

There are other programs that also use two languages for instruction, but don't share the goals of bilingualism and biliteracy development, and therefore don't allow for extended instruction through the minority language. For language minority students, transitional bilingual education is such a model, as it provides a fair amount of native language literacy instruction as well as some content instruction through the native language, but only for a period of about 1 to 3 years. For native English speakers, FLES (Foreign Language in the Elementary School) is an approach that provides a limited amount of instruction in a second language, usually a few hours per week, and strives to promote appreciation of other languages and cultures. Because both of these approaches only use the minority language for a limited amount of time and don't strive to develop bilingualism and biliteracy among the participating students, they are not considered dual language programs.

[1] In this publication, the term 'minority language' refers to languages other than English. While we recognize that in some communities in the United States languages other than English are actually the dominant language, in the United States as a whole, English is the majority language and all other languages are considered minority languages.

Figure 1: The Umbrella of Dual Language

Elizabeth R. Howard, Center for Applied Linguistics

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I. Clarifying Your Mission

Why do you want to start a dual language program? What do you hope to accomplish?

Why do other members of the group want to start a dual language program? What does each sub-group hope to accomplish?

Parents:

Teachers:

Paraprofessionals and Support Staff:

School Administrators:

District Administrators:

Community Members (Volunteers, Business People, etc.):

What are some common motivations?

Are there any patterns, such as different motivations of different sub-groups? (e.g. different motivations of teachers compared with administrators, or parents of native English speakers compared with parents of language minority students, etc.) If so, what are they?

Write a mission statement that unifies the key motivations and aspirations of all members of the group.

II. Gathering Information

Population:

- Who are your students?
- What are their language backgrounds, academic achievement patterns, socioeconomic status, race/ethnicity, special learning needs, home language and literacy practices, etc.?
- How much mobility is there among the student population–for both language minority students and native English speakers?

What we know right now and how we know it:
What we need to find out more about:
What we can do to find out more information: *Person who will take the lead:* *Due date for additional information:*
Additional information that we learned and how we learned it:

Parent/Community Support:

- How much parent and community support is there currently at the school? What kinds of support are offered? By whom?
- How much parent and community support is there for a dual language program?
- If there is a lot of support, why is that? What do the parents and community see as the value of the program? Do parents of both language minority students and native English speakers see the same benefits?
- If there is resistance, why is that? What are the concerns of parents and community members? What can you do to address any concerns?

What we know right now and how we know it:
What we need to find out more about:
What we can do to find out more information: *Person who will take the lead:* *Due date for additional information:*
Additional information that we learned and how we learned it:

Administrative Support:

- How much administrative support at the school and district level is there for a dual language program? Will district/state resources be available to support the program?
- If there is a lot of support, why is that? What do administrators see as the value of the program? Do all administrators see the same benefits?
- If there is resistance, why is that? What are the concerns of administrators? What can you do to address any concerns?
- How many school administrators are bilingual or have bilingual/ESL credentials?

What we know right now and how we know it:
What we need to find out more about:
What we can do to find out more information: *Person who will take the lead:* *Due date for additional information:*
Additional information that we learned and how we learned it:

Teachers and Support Staff:

- How enthusiastic and supportive are teachers and support staff? Are there pockets of resistance? What are their concerns?
- What are the characteristics of the teachers and support staff that are currently available to work in the program? How many are bilingual? How many are credentialed? How many have bilingual and/or ESL certificates or credentials?
- What training will be offered to teachers and support staff school-wide before and during implementation? What kind of support will they receive? (e.g. joint prep time, conference stipends, professional reading materials, etc.)
- How will new teachers and support staff be recruited?

What we know right now and how we know it:
What we need to find out more about:
What we can do to find out more information: *Person who will take the lead:* *Due date for additional information:*
Additional information that we learned and how we learned it:

Teaching Materials:

- What teaching materials are currently available? In which language(s)? For which academic domains? For which grade levels?
- How many of the materials lend themselves to dual language programs, such as manipulative, discovery-based materials?
- Are financial resources available to purchase materials? If so, where do those resources come from? How will resources be shared equitably across the school?

What we know right now and how we know it:
What we need to find out more about:
What we can do to find out more information: *Person who will take the lead:* *Due date for additional information:*
Additional information that we learned and how we learned it:

Instructional Strategies:

- Currently, what are the dominant teaching strategies in this school? How compatible are these strategies with dual language instruction?
- How knowledgeable are teachers and other school staff about strategies such as sheltered instruction, cooperative learning, flexible grouping, language/content integration, etc.?

What we know right now and how we know it:
What we need to find out more about:
What we can do to find out more information: *Person who will take the lead:* *Due date for additional information:*
Additional information that we learned and how we learned it:

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Goals:

- Being as specific as possible, what goals do you have for students, both overall and grade by grade? (e.g. academic goals for content area progress and literacy development, language proficiency goals, cross-cultural goals, etc.)
- Are academic goals aligned with district and state standards, TESOL standards, and/or locally developed scope and sequence guidelines?
- Are your goals at each grade the same for language minority students and native English speakers? If not, which goals are different, and how and why are they different?
- What goals are common for all students in the school? What goals are specific to students in the dual language program?

What we know right now and how we know it:
What we need to find out more about:
What we can do to find out more information: *Person who will take the lead:* *Due date for additional information:*
Additional information that we learned and how we learned it:

Student Assessment:

- How will you assess individual student progress in language, literacy, and the academic content areas – in two languages?
- In terms of student progress, how will you know if students are achieving the goals laid out for them?
- Will any current assessments have to be modified or newly developed to be appropriate for a dual language program? Are there any existing assessments used by dual language educators that you could use?

What we know right now and how we know it:
What we need to find out more about:
What we can do to find out more information: *Person who will take the lead:* *Due date for additional information:*
Additional information that we learned and how we learned it:

Program Evaluation:

- How will you evaluate the program? How will you know if you are accomplishing your goals as articulated in your mission statement?
- What measures will you use? How often will you collect data?
- How will data be analyzed? Who will analyze it? Will an external evaluator be involved?
- How will the evaluation plan be aligned with the district and state accountability systems?
- How will data be shared with stakeholders?

What we know right now and how we know it:
What we need to find out more about:
What we can do to find out more information: *Person who will take the lead:* *Due date for additional information:*
Additional information that we learned and how we learned it:

Equity and Cross-Cultural Goals:

- What is the status of the minority language in the community?
- What will be done to maintain and/or promote the status of the minority language and speakers of that language?
- How will students, parents, and teachers be assisted in learning to work together, both within the dual language program and across the various programs in the school?
- Will support services be provided in both languages?

What we know right now and how we know it:
What we need to find out more about:
What we can do to find out more information: *Person who will take the lead:* *Due date for additional information:*
Additional information that we learned and how we learned it:

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Integrating the Dual Language Program into the Wider School Context:

- How many classes are there per grade level in the whole school? If two classes per grade level are designated as DL classrooms, how many will be left for mainstream or other programs? What issues will this raise?
- How will you ensure that all students receive the same academic content and have the same academic expectations regardless of program?
- How will you ensure that non-DL classes don't get overcrowded and/or over-represented with students with special learning needs?
- How will you promote cohesion among students, staff, and parents school-wide?

What we know right now and how we know it:
What we need to find out more about:
What we can do to find out more information: *Person who will take the lead:* *Due date for additional information:*
Additional information that we learned and how we learned it:

III. Choosing a Program Model

Quiz

Choosing which program model to implement is a difficult task for many communities that are trying to launch dual language programs. The following quiz is meant as a starting point for a conversation about which model may be most appropriate in your situation. It is NOT intended to be a definitive tool that will make the decision for you. Because you are the primary stakeholders involved in the program, you bear the ultimate responsibility for learning about various program models, thinking about your local situation, and ultimately, deciding which program model best meets the needs of your student population. There is currently no research indicating that there is one clear 'best model' within dual language, and based on our experiences, the quality of implementation is a more important factor in the overall success of the program than the model choice, *per se*. In other words, having a consensus among stakeholders along with the necessary support and resources to carry out the chosen model is what is most essential.

1. If you have language minority students in the program, how much native language instruction in the primary grades are their parents willing to support?

   a) most of the day b) half-day c) less than half-day d) none

2. If you have native English speakers in the program, how much instruction in the minority language in the primary grades are their parents willing to support?

   a) most of the day b) half-day c) less than half-day d) none

3. How much instruction in the minority language are administrators willing to support during the primary grades?

   a) most of the day b) half-day c) less than half-day d) none

4. How much instruction in the minority language are teachers and support staff willing to support during the primary grades?

   a) most of the day b) half-day c) less than half-day d) none

5. At each grade level, what percentage of your teachers and paraprofessionals are fluent in the minority language?

   a) all or most b) half c) a few d) none

6. For academic content in the primary grades, what percentage of your instructional materials are available in the minority language?

   a) all or most b) half c) one content area d) none

Interpreting the Results

If your responses are mostly a's and/or b's, then implementing a dual language model of some type seems possible. A majority of a's indicates that 90/10 (total immersion) is a feasible model, while a majority of b's indicates that a 50/50 (partial immersion) model may be preferable in your situation. This is not to say that those of you with a majority of b's cannot implement a 90/10 model, but it does indicate that a stronger support base and more resources need to be developed before a successful 90/10 model would be a realistic possibility.

If your responses are mostly c's, then there is probably not currently enough support for a dual language program. However, there does seem to be enough support for some minority language use, such as through a transitional bilingual education program for language minority students or a FLES (Foreign Language in the Elementary School) program for native English speakers. If a dual language program is desired by the community, however, more work can be done to address the current issues that are limiting the school's capacity to implement a dual language program so that such a program can be developed and implemented in the future.

If your responses are mostly d's, then there does not seem to be much support for minority language use for academic instruction at this time, and an English as a Second Language (ESL) approach is probably warranted for your language minority students. Again, however, if a dual language approach is desired by the community, it can be a goal that is worked toward for the future.

It should be kept in mind that the above guidelines are merely suggestions and are not set in stone. If there is a strong pull toward doing dual language but there is currently not enough support, then it is possible to do the work to create the necessary local conditions for dual language. Similarly, if there is the flexibility to do a 90/10 program but the community prefers a 50/50 approach, it is certainly possible to choose 50/50 over 90/10 in that situation. **Ultimately, the parents, teachers, and administrators in any given community are the ones who know their students and schools best, and are therefore in the best situation to make decisions about which type of program to implement.**

Program Model:

- How much instruction do you want to provide in the minority language?
- How do you want to provide initial literacy instruction?
- What program model are you leaning toward now? Why?
- Is the model realistic given your constraints and resources (staffing; materials; parent, community, and administrative attitudes; etc.)?
- Does the model align with your mission statement, and will it allow students to attain the goals you've set out for them at each grade level?
- Will the needs of all students be met? Will the model provide equity?

What we know right now and how we know it:
What we need to find out more about:
What we can do to find out more information: *Person who will take the lead:* *Due date for additional information:*
Additional information that we learned and how we learned it:

IV. Assessing Your Readiness to Implement a Dual Language Program

By now you've spent a lot of time clarifying your mission, gathering information, and choosing a program model. Having done that, it's useful to reflect on where you are now and how ready you are to implement a dual language program. In this section you'll find a series of topics that correspond to the topics in Section II. Each topic has one or more groups of four descriptors that indicate your level of readiness in that particular area. For each group in each topic area, circle the number of the statement that you think best reflects your current status.

Population

1. Limited knowledge of student population and its needs
2. Awareness of the student population and its needs, but few or no resources in place to support students.
3. Awareness of student population and its needs, with some resources in place to support students.
4. Very clear sense of student population and its needs, with ample resources to support students.

Parent/Community Support

1. No parents or community members are supportive of the program.
2. Some parents or community members are supportive of the program.
3. Most parents or community members are supportive of the program.
4. All parents or community members are supportive of the program.

1. No parents or community members are knowledgeable about the program.
2. Some parents or community members are knowledgeable about the program.
3. Most parents or community members are knowledgeable about the program.
4. All parents or community members are knowledgeable about the program.

Administrative Support

1. No administrators are supportive of the program.
2. Some administrators are supportive of the program.
3. Most administrators are supportive of the program.
4. All administrators are supportive of the program.

1. No administrators are knowledgeable about the program.
2. Some administrators are knowledgeable about the program.
3. Most administrators are knowledgeable about the program.
4. All administrators are knowledgeable about the program.

Teachers and Support Staff

1. No teachers or support staff are supportive of the program.
2. Some teachers and support staff are supportive of the program.
3. Most teachers and support staff are supportive of the program.
4. All teachers and support staff are supportive of the program.

1. No teachers or support staff are knowledgeable about the program.
2. Some teachers and support staff are knowledgeable about the program.
3. Most teachers and support staff are knowledgeable about the program.
4. All teachers and support staff are knowledgeable about the program.

1. All of the staff is monolingual.
2. Less than half the staff is bilingual in the two languages of instruction.
3. More than half the staff is bilingual in the two languages of instruction.
4. All of the staff is bilingual in the two languages of instruction.

1. Teachers and paraprofessionals have received no training in how to work in dual language programs.
2. Teachers and paraprofessionals have received one in-service on working in a dual language program.
3. Teachers and paraprofessionals have attended several in-services on working in a dual language program.
4. Teachers and paraprofessionals receive ongoing professional development in multiple formats. (e.g. in-service, conferences, reading groups, teacher research, etc.)

Teaching Materials

1. There are no appropriate teaching materials in the respective language(s) in which they are needed.
2. There are some appropriate teaching materials in the respective language(s) in which they are needed.
3. Most needed materials in their respective language(s) are available.
4. All needed materials in their respective language(s) are available.

Instructional Strategies

1. There is little knowledge of instructional strategies that are appropriate for dual language.
2. There is some knowledge of instructional strategies that are appropriate for dual language.
3. There is ample knowledge of instructional strategies that are appropriate for dual language programs, but only some teachers and paraprofessionals are trained in how to use those strategies.
4. There is ample knowledge of instructional strategies that are appropriate for dual language programs, and most or all teachers and paraprofessionals are trained in how to use those strategies.

Goals

1. We haven't made any decisions yet about our goals.
2. We have decided upon our general goals but not the specific goals for students at different grade levels or in different native language groups.
3. We have decided upon our general goals and a few of our specific goals.
4. We have clearly articulated goals for all students at all grade levels.

Assessment and Evaluation

1. No dual language specific assessments have been developed.
2. Some steps have been taken to modify current assessments or develop new assessments for the dual language program.
3. Modified or new assessments exist for some domains but not others.
4. Modified or new assessments exist for all domains and we are satisfied with them.

Equity and Cross-Cultural Issues

1. One language and/or cultural group is clearly dominant in the school/program and little thought is given to inclusion of or exposure to other groups.
2. Some steps have been taken to promote equality but one group is still clearly dominant.
3. Both languages are used equally or both groups are valued/included equally, but not both.
4. Both languages are used equally and both groups have equal participation–for students, staff, and parents.

Integrating the program into the School Context

1. There is a lot of tension or separation between the dual language program and the rest of the school.
2. There are consistent standards for all students in the school, but there is no joint activity or cohesion across programs.
3. There are consistent standards for all students in the school, and there is some joint activity and/or cohesion across programs.
4. There is a 'seamless school culture,' meaning that there are the same standards for all students in the school and a lot of joint activity and cohesion across programs.

Program Model

1. We're still unsure about which model to choose and/or we need to learn more about the model choices.
2. We're leaning toward a particular model, but we're not clear about whether it will help us achieve our mission and goals, if everyone is on board, and if it's feasible given our local conditions and resources.
3. We've decided which model to use and everyone is on board, but we're not clear about the specifics.
4. We have a clearly articulated program model, everyone is on board, there is a clear alignment between the model and our mission and goals, and we have articulated specific features of the model, such as scheduling, curriculum, teaching teams, etc.

If your scores are consistently 1's, then you definitely want to spend some more time learning about dual language, talking about it, and deciding whether or not this approach is the best one in your situation. If your scores are usually 2's, then dual language is probably feasible, but it is important to spend more time planning, preparing, and developing a support base before moving to implementation. If your scores are usually 3's, you are probably ready to start implementing, but it is important to continue to reflect and work on refining things as you move toward implementation. If your scores are usually 4's, you are clearly ready for implementation and seem to have the right conditions for a successful program. It's important to keep in mind that the descriptors for 4's are idealized and that most programs, even highly succesful ones, will not score 4's for all categories.

More than likely, you have a mix of scores, with some high and some low. The high scores indicate current strengths, while the low scores indicate areas where you need to spend more time thinking and planning. The variation in your scores will help you as you move forward with the planning process, as the low scores will indicate your top priorities.

V. Action Plan

Based on the information that you have gathered, figure out what remains to be done to be ready for implementation, prioritize those tasks, and generate a timeline for accomplishing them. These tasks frequently include the following:

- Revisit you mission statement and make sure that it still reflects the goals of the program.
- Identify and prepare teachers and support staff.
- Continue to develop a support base among parents and community members.
- Generate a plan for student/family recruitment and selection (e.g. neighborhood, district-wide, lottery, etc.).
- Continue to develop a support base from administrators and get specific information about what kind of support and resources administrators will provide to the program.
- Make curriculum decisions such as which content areas will be taught in each language, who will teach each subject, what materials will be used, etc.
- Purchase teaching materials.
- Locate, modify and/or develop new assessments.

Conclusion

After working through this book, you have hopefully clarified what your motivations are for starting a dual language program. You have documented the information, resources, and support you came in with and gathered additional information as needed. You have chosen a program model, assessed yourselves to determine your level of readiness to implement a dual language program, and you have developed an action plan for moving forward with further planning and implementation. This process has likely involved a great deal of work and reflection on the part of all stakeholders, and we commend you for taking the time to think through your program features so carefully. We encourage you to move forward with your action plan, and to continue to be reflective and to use data to help you make decisions about your program in the future. Additional resources to help you in this process can be found on the websites of the Center for Applied Linguistics (www.cal.org/twi) and Dual Language Education New Mexico (www.duallanguagenm.org). Taking the time to consult these resources and to continue with a collaborative, reflective planning process will help ensure the long-term success of the project and will best meet students' needs.

References

Cloud, N., Genesee, F., & Hamayan, E. (2000). *The dual language handbook: A handbook for enriched education.* Boston, MA: Heinle and Heinle.

Genesee, F. (Ed.) (1999). *Program alternatives for linguistically diverse students* (Educational Practice Rep. No. 1). Santa Cruz, CA and Washington, DC: Center for Research on Education, Diversity & Excellence (CREDE).

Howard, E. & Christian, D. (2002). *Two-way immersion 101: Designing and implementing two-way immersion programs at the elementary level* (Educational Practice Rep. No. 9). Santa Cruz, CA and Washington, DC: Center for Research on Education, Diversity & Excellence (CREDE).

Lindholm-Leary, K. (2001). *Dual language education.* Clevedon, UK: Multilingual Matters.

Recommended Resources

In addition to the publications listed above, these publications may be be useful to you as you proceed through the planning process.

Calderón, M. & Minaya-Rowe, L. (in press). *Designing and implementing a dual language program: A step by step guide.* Thousand Oaks, CA: Corwin Press.

Curtain, H. & Pesola, C. A. B. (1994). *Languages and children: Making the match: foreign language instruction for an early start, grades K-8.* White Plains, NY: Longman.

Echevarria, J., Vogt, M., & Short, D. (2000). *Making content comprehensible for English language learners: The SIOP model.* Needham Heights, MA: Allyn & Bacon.

Howard, E., Sugarman, J., & Christian, D. (in press). *Trends in two-way immersion education: A review of the research.* Baltimore, MD: Center for Research on Education of Students Placed at Risk (CRESPAR).

Publications and Products from CREDE

Research Reports

RR 1 *From At-Risk to Excellence: Research, Theory, and Principles for Practice,* by R. Tharp, 1997

RR 2 *Scaling Up School Restructuring in Multicultural, Multilingual Contexts: Early Observations from Sunland County,* by S. Stringfield, A. Datnow, & S. M. Ross, 1998

RR 3 *Becoming Bilingual in the Amigos Two-Way Immersion Program,* by M. T. Cazabon, E. Nicoladis, & W. E. Lambert, 1998

RR 4 *Pedagogy Matters: Standards for Effective Teaching Practice,* by S. Dalton, 1998

RR 5 *Educational Reform Implementation: A Co-Constructed Process,* by A. Datnow, L. Hubbard, & H. Mehan, 1998

RR 6 *The Effects of Instructional Conversations and Literature Logs on the Story Comprehension and Thematic Understanding of English Proficient and Limited English Proficient Students,* by W. M. Saunders & C. Goldenberg, 1999

RR 7 *Collaborative Practices in Bilingual Cooperative Learning Classrooms,* by J. J. Gumperz, J. Cook-Gumperz, & M. H. Szymanski, 1999

RR 8 *Apprenticeship for Teaching: Professional Development Issues Surrounding the Collaborative Relationship Between Teachers and Paraeducators,* by R. S. Rueda & L. D. Monzó, 2000

RR 9 *Sociocultural Factors in Social Relationships: Examining Latino Teachers' and Paraeducators' Interactions With Latino Students,* by L. D. Monzó & R. S. Rueda, 2001

RR 10 *Impact of Two-Way Bilingual Elementary Programs on Students' Attitudes Toward School and College,* by K. J. Lindholm-Leary & G. Borsato, 2001

Occasional Publications

The Roll of Classroom Assessment in Teaching and Learning, by L. Shepard, 2000

Using the SIOP Model: Professional Development Manual for Sheltered Instruction, by D. Short, J. Hudec, & J. Echevarria, 2002

A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement, by W. Thomas & V. Collier, 2002

The Dual Language Program Planner: A Guide for Designing and Implementing Dual Language Programs, by E. Howard, N. Olague, & D. Rogers, 2003

Directories

Directory of Secondary Newcomer Programs in The United States: Revised 2000, by D. J. Short & B. A. Boyson, 2000

Directory of Two-Way Bilingual Immersion Programs in the United States, by J. Sugarman & L. Howard, online at http://www.cal.org/twi/directory

National Directory of Teacher Preparation Programs (Preservice & Inservice) for Teachers of Linguistically and Culturally Diverse Students, online at http://www.colorado.edu/education/BUENO/crede/index.html

Educational Practice Reports

EPR 1 *Program Alternatives for Linguistically Diverse Students,* by F. Genesee (Editor), 1999

EPR 2 *Successful Transition Into Mainstream English: Effective Strategies for Studying Literature,* by W. Saunders, G. O'Brien, D. Lennon, & J. McLean, 1999

EPR 3 *The Sheltered Instruction Observation Protocol: A Tool for Teacher-Researcher Collaboration and Professional Development,* by D. J. Short & J. Echevarria, 1999

EPR 4 *Personalizing Culture Through Anthropological and Educational Perspectives,* by R. C. Henze & M. E. Hauser, 1999

EPR 5 *Implementing Two-Way Immersion Programs in Secondary Schools,* by C. Montone & M. Loeb, 2000

EPR 6 *Broadening the Base: School/Community Partnerships to Support Language Minority Students At Risk,* by C. T. Adger & J. Locke, 2000

EPR 7 *Leading for Diversity: How School Leaders Can Improve Interethnic Relations,* by R. C. Henze, 2001

EPR 8 *Educating Hispanic Students: Obstacles and Avenues to Improved Academic Achievement,* by Y. N. Padrón, H. C. Waxman, & H. H. Rivera, 2002

EPR 9 *Two-Way Immersion 101: Designing and Implementing A Two-Way Immersion Education Program at the Elementary Level,* by E.R. Howard & D. Christian, 2002

Multimedia

CD-ROM *Teaching Alive!* 1998 (Macintosh only)

Video *Pedagogy, Research, & Practice,* 1999

Video *Studies in Native American Education: Improving Education for Zuni Children,* 2002

Video *Helping English Learners Succeed: An Overview of the SIOP Model,* 2002

Video *The SIOP Model: Sheltered Instruction for Academic Achievement,* 2002

Five Standards for Effective Pedagogy CD-ROM Series:

CD-ROM *Teaching Alive for the 21st Century in Elementary Settings,* by R. Tharp, S. Dalton, & S. Hilberg, 2002

CD-ROM *Teaching Alive for the 21st Century in Secondary Settings,* by R. Tharp, S. Dalton, & S. Hilberg, 2002

CD-ROM *The Craig Cleveland Case,* by S. Pinnegar, A. Teemant, & R. Tharp, 2002

CD-ROM *The Sheri Galarza Pre-School Case,* by R. Tharp, S. Entz, & S. Galarza, 2002

CD-ROM *The Mara Mills Case,* by A. Teemant, S. Pinnegar, & R. Tharp, 2002

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CD-ROM *The Julene Kendell Case,* by R. C. Harris, J. Kendell, M. F. Harris, & D. Baker, 2002

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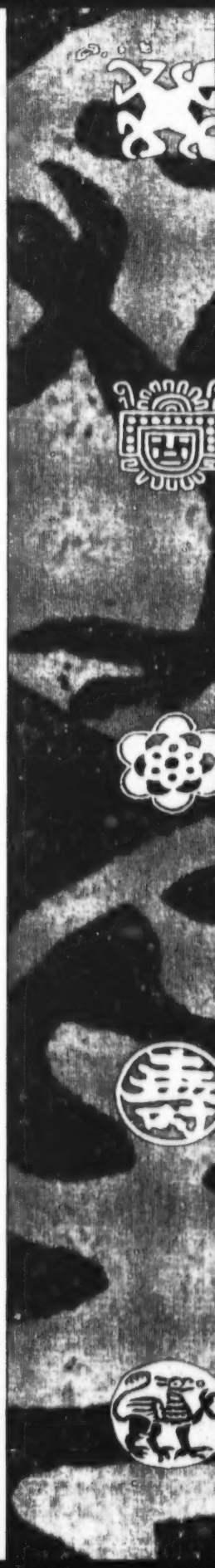

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